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THE TEACHER AIDE IN SOUTH CAROLINA. PRELIMINARY REPORT OF STATUS STUDY.

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THIS SURVEY OF THE PRESENT STATUS OF TEACHER AIDES IN SOUTH CAROLINA PRESENTS DATA ON THE EDUCATION, EXPERIENCE, SELECTION, TRAINING AND DUTIES OF 219 AIDES ADDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. INFORMATION WAS COLLECTED VIA QUESTIONNAIRE. AMONG THE MAJOR FINDINGS WERE (1) THE AGE OF THE AIDES RANGED FROM UNDER 21 TO OVER 66 WITH THE MAJORITY (57 PERCENT) BEING UNDER 30 YEARS OLD. (2) 48 PERCENT OF THE AIDES HAD ONLY A HIGH SCHOOL DIPLOMA WHILE 50 PERCENT HAD SOME COLLEGE EXPERIENCE. (3) MOST AIDES HAD SOME PRIOR PUBLIC OR PRIVATE EXPERIENCE (I.E., SUBSTITUTE TEACHING, RECREATION, CHURCH WORK, BABYSITTING) IN WORKING WITH CHILDREN. (4) 78 PERCENT INDICATED THEY HAD HAD NO TRAINING BY THEIR SCHOOL DISTRICT BEFORE ASSIGNMENT. (5) THE MOST FREQUENTLY PERFORMED DUTIES OF THE AIDES WERE (A) CLERICAL WORK, (B) HOUSEKEEPING, (C) INSTRUCTIONAL SUPPORT, (D) TECHNOLOGICAL WORK, AND (E) MONITORIAL DUTIES. (AW)

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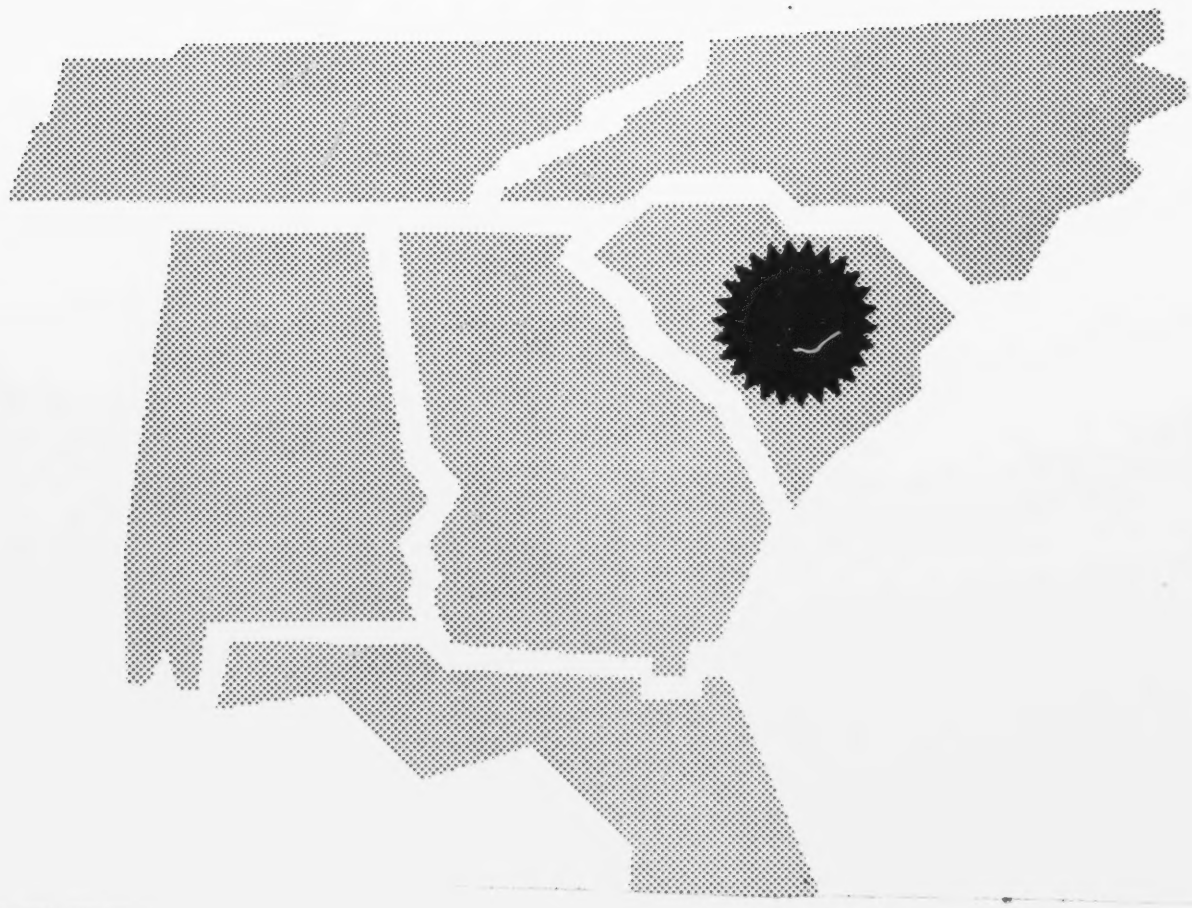

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PRELIMINARY REPORT OF STATUS STUDY

SOUTH CAROLINA — REGIONAL CURRICULUM PROJECT*

Cooperative Study

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*This project is a cooperative effort of the State Departments of Education of Alabama, Florida, Georgia (Administering State), North Carolina, South Carolina, and Tennessee, and is funded under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965. (Director, Dr. Edward T. Brown)

THE TEACHER AIDE IN SOUTH CAROLINA

The Regional Curriculum Project and the South Carolina State Department of Education have undertaken a cooperative study of the emerging role of the teacher aide in South Carolina. The purpose of this study is to explore the State Department of Education role in providing leadership and consultant services to emerging personnel classifications such as the teacher aide.

The Department of Education became interested in conducting a study of the teacher aide in South Carolina because of the continued increase in hiring of such personnel with an absence of policy or procedures on the state level. Just what the role of the State Department should be in this vital area was a question of some concern.

The Department submitted a proposal to the Regional Curriculum Project requesting assistance in carrying out a two-part study of the teacher aide in South Carolina. The study proposal outlined 1) a study phase to determine the present status of teacher aides related to education, experience, selection, training and duties, and 2) a research phase based on hypotheses evolving from the status study. Because the purpose of this study so closely parallels the purpose of the Regional Curriculum

Project — that of studying the roles of State Departments which affect instruction at the local level — the Project agreed to participate.

A planning and examining committee composed of members of the Department, a representative of the Regional Curriculum Project, and an associate researcher was formed. The associate researcher for the study was hired by the Project, and the plans for the study began to take shape.

While there are approximately 400 teacher aides in South Carolina, the decision was made by the Associate Researcher and the Committee working with him to use as a sample for this study the 258 teacher aides added under Title I of the Elementary and Secondary Education Act of 1965. These 258 names and addresses were immediately available to the Department through Title I records.

An instrument or questionnaire to be sent to this sample of teacher aides was then developed by the Associate Researcher. Assistance was gained from publications of two of the Project's participating states: The Teacher Aide, North Carolina Comprehensive School Improvement Project, 1966; Study of Teacher Aides, Florida State Department of Education, 1966; Teacher Aides, Florida Research and Development Council, 1966.

On May 24, 1967, the instrument was mailed to the 258 teacher aides included in the sample. The purpose of this preliminary report is to

present the tabulation of the 219 responses received. The information requested in the instrument falls into three major areas:

1. DISTRIBUTION AND TRAINING OF SAMPLE
2. POSITION INFORMATION
3. DUTIES

DISTRIBUTION AND TRAINING OF SAMPLE

Charts

1. Number of Aides Responding by County
2. Age of Aides
3. Highest Level of Education
4. Public Experience in Working With Children
5. Private Experience in Working With Children
6. Pre-Service Training
7. In-Service Training

Summary: The status study records an interesting profile of the teacher aide in South Carolina. The age of the aides ranges from under 21 to over 66. The majority, 57%, are under 30 years of age.

Fifty per cent of the aides had some college while forty-eight per cent had only the high school diploma. Eighty-three per cent had either a high school diploma or two years of college.

Most aides had some type of prior public experience in working with children. Forty-nine per cent had had some experience as a substitute teacher. Most aides also indicated having had private experience with children: 84% noted church experience; 60% indicated baby-sitting experience.

In response to the items concerning pre-service and in-service training provided by school districts, 78% indicated no training by the district prior to assignment; 47% of the respondents indicated no training by the district before or after assignment. About 20% received training in operating audio/visual and office machines after assignment.

NUMBER OF AIDES RESPONDING BY COUNTY

Aiken	2	Lexington	3
Beauford	17	Marion	15
Charleston	6	Marlboro	5
Chester	1	McCormick	5
Chesterfield	7	Oconee	25
Darlington	4	Pickens	13
Dillon	19	Richland	4
Florence	48	Spartanburg	13
Greenwood	5	Sumter	14
Hampton	1	York	5
Laurens	7		

AGE OF AIDES

AGE GROUP	PER CENT
Under 21	26
21 - 25	21
26 - 30	10
31 - 35	6
36 - 40	9
41 - 45	8
46 - 50	7
51 - 55	2
56 - 60	5
61 - 65	1
66 or Older	5
No Response	.5

HIGHEST LEVEL OF EDUCATION

LEVEL	PER CENT
Less than High School Diploma	2
High School Diploma	48
One Year of College	19
Two Years of College	16
Three Years of College	6
Four Years of College but did not complete Degree	3
Four Years of College and received Degree	4
Five Years of College	2

PUBLIC EXPERIENCE IN WORKING WITH CHILDREN

TYPE	CONSIDERABLE	SOME	LIMITED	NONE
	Per Cent	Per Cent	Per Cent	Per Cent
Summer workshops	6	9	2	83
Operation Headstart	5	4	2	89
Driver Education	.5	1	.5	98
Recreation	16	20	5	60
Substitute teaching	25	24	10	41
High School teaching	5	6	6	82
Elementary School teaching	15	13	6	66

PRIVATE EXPERIENCE IN WORKING WITH CHILDREN

TYPE	CONSIDERABLE	SOME	LIMITED	NONE
	Per Cent	Per Cent	Per Cent	Per Cent
Summer Camps	5	9	2	84
Church Work	57	27	4	12
Scouting	11	10	.5	79
YMCA, YWCA	1	2	2	95
Tutor	5	6	7	81
Piano Teacher	2	2	1	95
Baby Sitting	37	23	9	31
Private Kindergarten	4	3	1	92
Private Nursery School	2	3	2	93

PRE-SERVICE TRAINING

TRAINING	PER CENT
No Training	78
Instructions as to Job Requirements	8
Three Days Classroom Observation	5
Training in Operation of Audio-Visual and/or Office Machines	6
Keeping of Administrative Records	1
General In-Service of One Week	1

IN-SERVICE TRAINING

TRAINING	PER CENT
Received pre-training but did not receive training after starting on the job	16
Did not receive any training whatsoever in any category	47
Staff meetings — periodically	6
Audio-visual and/or office machines	20
Periodic Conferences with various specialized personnel	5
In-service training in testing	.5
In-service training in mathematics and language arts	1
In-service training in reading	1
In-service training in language development	.5
In-service training in first aid	1
In-service training in physical education at U.S.C.	.5
Headstart training	.5
In-service training — nonspecified	1
In-service training — clerical activities	.5
In-service training — library, clerical activities	.5

POSITION INFORMATION

Charts

1. Level of Work
2. Average Number of Hours Worked
3. Length of Time Employed
4. Average Gross Pay
5. How Often Paid

Summary: The majority, 68%, of the aides included in the sample had been assigned to work at the elementary level. Most of the respondents indicated that they had not been employed very long — 85% had been employed from 4 to 18 months.

85% of the respondents work from 26 to 40 hours per week. Salaries ranged from $150 to $300 per month for full time work for 76% of the respondents. A low of $116.42 and a high of $400 was recorded for full time work. The usual payment practice was once per month.

LEVEL OF WORK

LEVEL	PER CENT
Elementary	68
Secondary	16
Pre-School	4
Elementary and Secondary	7
Elementary and Pre-School	2
Elementary, Secondary and Pre-School	.5
Mentally Retarded	2
No Answer	1

AVERAGE NUMBER OF HOURS WORKED

HOURS PER WEEK	PER CENT
0 - 5	3
6 - 10	4
11 - 15	2
16 - 20	.5
21 - 25	4
26 - 30	24
31 - 35	47
36 - 40	14
41 - 45	.5
No Answer	2

AVERAGE GROSS PAY

SALARY**	PER CENT
$150 or below, including part-time personnel	18
$151 - 170	23
$171 - 190	16
$191 - 200	23
$201 - 300	15
$301 - 400	3
No Answer	3

** A Low of $116.42 and a High of $400 for Full-time Work

HOW OFTEN PAID

HOW OFTEN	PER CENT
Weekly	0
Every two weeks	2
Once a month	92
No Answer	6

LENGTH OF TIME EMPLOYED

TIME	PER CENT
0 – 3 months	6
4 – 6 months	24
7 – 9 months	30
10 – 12 months	16
13 – 18 months	15
19 – 24 months	5
3 years	2
4 years	.5
Substitute work	1
No Answer	2

DUTIES

Charts

1. Clerical
2. Housekeeping
3. Instructional Support
4. Technological
5. Monitorial
6. General

Summary: An examination of the responses to the items concerning duties of teacher aides shows that there is great diversity from aide to aide. No very clear picture emerges concerning the duties. There were six activities which were performed frequently by a majority of aides. And, there were 21 activities which a majority of aides indicated they seldom or never performed. A closer examination of these charts could provide direction for aide training and utilization.

CLERICAL

DUTY	DAILY OR MORE OFTEN	QUITE OFTEN	OCCASIONALLY	SELDOM	NEVER
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Maintaining Attendance Records	25	11	22	6	35
Making Out Lunch Reports	28	16	19	9	29
Making Notes at Meetings	3	14	17	11	55
Maintaining Bulletin Board Displays	5	28	27	8	32
Maintaining Cumulative Record Folders	11	31	21	6	31
Maintaining Health Records	5	17	21	11	46
Scoring Objective Tests	11	22	18	7	42
Processing Books and Supplies	12	20	22	7	38
Typing (General)	31	20	11	2	37
Preparing Stencils	33	31	10	3	23
Collecting Monies	27	13	21	5	33
Making Progress Charts	3	11	19	10	57
Filing and Cataloging Materials	16	22	22	10	30

HOUSEKEEPING

DUTY	DAILY OR MORE OFTEN	QUITE OFTEN	OCCASIONALLY	SELDOM	NEVER
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Insuring Proper Ventilation	39	16	11	5	29
Insuring Proper Lighting	38	16	11	4	31
Preparing Room for Next Day's Instruction	25	14	17	6	38
Supervising Pupils in Certain House-keeping Chores	21	14	16	11	38

INSTRUCTIONAL SUPPORT

DUTY	DAILY OR MORE OFTEN	QUITE OFTEN	OCCASIONALLY	SELDOM	NEVER
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Reading and Telling Stories	19	23	23	5	30
Tutoring Individual Students	16	19	19	7	39
Conducting Small Group (drill, etc.)	18	24	19	8	32
Assisting During Library Period	12	23	21	8	36
Assisting with Programmed Learning	10	16	17	6	50
Assisting with the Direction of Independent Study	14	20	18	11	37
Assisting with Regular Class Instruction	29	25	22	4	20

TECHNOLOGICAL

DUTY	ROUTINE	QUITE OFTEN	OCCASIONALLY	SELDOM	NEVER
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Organizing Group for and/or Operating Educational TV	1	.5	5	4	90
Operating and Setting-up Movie Projector	5	9	15	11	60
Coordinating Film Service	4	7	10	6	73
Making Overhead Transparencies	2	6	14	10	68
Operating Overhead Projector	2	7	18	11	61
Operating Filmstrip Projector	5	16	22	10	47
Operating Tape Recorder	4	10	20	11	56
Operating Record Player	12	28	29	9	22

MONITORIAL

DUTY	ROUTINE	QUITE OFTEN	OCCASIONALLY	SELDOM	NEVER
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Helping with the Supervision of Field Trips	4	4	20	8	63
Helping with the Supervision of Lunch Periods	37	22	12	6	22
Helping Supervise Bus Loading	13	11	18	11	48
Supervising Late Bus Children	7	6	10	10	67
Helping Students with Wraps	14	17	17	9	42
Helping with Playground Activities	31	21	13	5	31
Organizing Children to Change Locations	12	14	18	6	50
Transporting Sick Children Home	5	8	11	9	66
Supervising Students at Assembly Programs	13	19	21	6	41
Supervising Study Periods	24	18	24	5	29

GENERAL

DUTY	ROUTINE	QUITE OFTEN	OCCASIONALLY	SELDOM	NEVER
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Checking Daily on the Health of Pupils	15	13	17	12	42
Making Arrangements for Parent-Teacher Conferences	1	5	9	9	76
Administering First Aid	14	19	30	9	28
Attending Staff Meetings	14	11	21	10	43
Attending PTA Meetings	15	10	13	8	54
Conferences with Individual Classroom Teachers	12	27	17	12	32

Epilog: This preliminary report of the responses to the teacher aide questionnaire in no way attempts to interpret the information it presents or draw any conclusions. It does, however, give a basic picture of the status of the teacher aide in South Carolina.

A variety of questions to be explored becomes apparent upon examining this basic picture. Questions concerning pre-service and in-service training of aides and teachers using aides, the kinds of duties performed by aides as well as many others will be explored in the second phase of this study to be followed by a formal report.